



YEAR

2

UNIT B

## SHARING IN THE LIFE OF JESUS: MARY, THE DISCIPLES, SAINTS & US

### ABOUT THE UNIT

This unit is designed to extend the children's knowledge and understanding of the life of Mary and Jesus and the call of the disciples. They will also learn about some saints who have responded to the call of Jesus. They will also be introduced to the prayer of silence as an opportunity to spend time with God.

### WHERE THE UNIT FITS IN

This unit builds on previous learning in Year 1 about the followers of Jesus and how Christians share his life today.

### PRIOR LEARNING

It would be helpful if:

- children knew some stories about Mary and Jesus and the disciples sharing Jesus' life
- children had some understanding about a saint
- experience of different forms of prayer.

### SKILLS

Group discussion, empathetic writing, sequencing, observing religious art, role-play, sitting still, speaking and listening, mind mapping, brainstorming.

### VOCABULARY

Mary, Jesus, Joseph, Cana, disciple, call, Rosary, Immaculate Conception, Assumption, Saint, silence.

### ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
<b>Most children will</b> know important stories from the New Testament about the life of Jesus and Mary and the call of the disciples; Know that the Rosary is a special form of Christian prayer. Know about the example of saints and important events in their lives. Understand and take part in a moment of stillness and prayer.	2a 2b 2c	2a 2b 2c 2d
<b>Less able children will</b> know a smaller range of stories about Jesus and Mary and the disciples. Appreciate that Christians have special forms of prayer.	1a 1b	1a 1d
<b>More able children will</b> have a greater understanding of the relationship between Mary, Jesus and the disciples. Explain in more detail ways in which and reasons why people follow Jesus today.	3a 3b 3c	3c 3d

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**Ch2** The role of Mary and her 'Yes' to God's word. (May)

- Children to recall family stories about parents, grandparents, brothers and sisters, and when they were small.
  - Emphasise that we all have a story and a family history.
  - Introduce children to the idea of Jesus having a story and a family history.
  - Recall previous learning about Jesus' life story.
  - Create a time line for these stories beginning with the Annunciation, include the Birth of Jesus, flight into Egypt, Presentation, Baptism of Jesus, call of the Disciples, Palm Sunday, Holy Thursday, Good Friday and Easter Sunday.
  - Share with children the three stories of the flight into Egypt, Wedding Feast at Cana and Mary at the Cross. Where do these fit in on the timeline?
  - Read the dream of Joseph having to go to Egypt. Why was Joseph worried? From the story what sort of person do you think Joseph was? Describe his care for Mary and Jesus. How do you think Mary felt at this time?
  - Children to write postcards to Joachim and Anna, Mary's parents in Nazareth, explaining why they were leaving for Egypt.
  - Read the Wedding Feast at Cana.
  - Research what a Jewish wedding would have been like at the time of Jesus.
  - Watch a video presentation of the story of Cana.
  - Set the classroom up for a wedding celebration.
  - Create water jars and allot different roles to the children.
  - Highlight the words of Mary. Why did she ask Jesus to do something?
  - What did Jesus say to his Mother?
  - What did Mary then say?
  - Mary said "Do whatever he asks you." Recall the words of Mary to the Angel Gabriel. Are there any similarities?
  - Mary asked Jesus to do something very special. What does this tell us about her relationship with Jesus?
  - What does the story tell us about doing what Jesus asks?
  - Make lists or a display of different things which show that we are doing what Jesus asks us today.
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- Read the story of Mary at the Cross.
  - Brainstorm words to highlight her thoughts and feelings.
  - Look at pictures and images of Mary at the cross.
  - Look at her posture. What does the expression on her face tell you?
  - In what way was this a difficult moment for Mary in her life?
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- Create a pathway with signposts to indicate some of the different things that Mary experienced through her journey in life with Jesus.
  - Plot on the path her different thoughts and feelings at these different events.
  - Talk to the children about Mary being very special from the stories we have learnt. Do you think that God had to help her? What sort of help do you think God gave her?
  - Explain to the children that Catholics believe God chose and protected Mary to be the Mother of Jesus from the very first moment of her life in the womb of her Mother Anna. This is called the Immaculate Conception.
  - Talk to the children about the end of Mary's life. According to tradition she was taken up to Heaven to be with Jesus. We call this the Assumption.
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- Ask the children if they have Rosary beads at home, and if possible to bring them to school.
  - Explore the main features of the Rosary (e.g. Cross, five sets of ten beads etc.)
  - Explain how the Our Father, Hail Mary and Glory Be are said on the different beads.
  - Ask the children to close their eyes and remember a very special time in their lives. Ask them to recall any special people or places associated with this time.
  - Ask the children to imagine this was happening all over again. How does it feel? What can you see happening?
  - In pairs children to share their memories and experiences.
  - Explain that when we pray the Rosary we remember many things that happened to

**C7** To hear, use and join in prayers from Scripture and Tradition.

## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

**Ch2** That the Church remembers and honours Mary for her response to God.

- Know and be able to recall stories of Mary and Jesus. These will include flight into Egypt, Wedding Feast at Cana, Mary at the cross.
- Understand that Mary had to support and care for her son throughout his life.
- Imagine her thoughts and feelings at different stages in her journey.

Find Bethlehem and Egypt on the map. Trace the journey of Mary and Joseph.

**C7** Of some traditional prayers of the Church; of how to pray together.

- Know that the Rosary is a special prayer that Catholic Christians say.
- Understand that the Rosary helps us to think about the life of Jesus and Mary.
- Recall some of the events in their lives which we remember in this prayer.

Display in the classroom different images of Mary. Children to talk about the images and what they like about them. From what they have learnt about the life of Mary, create different titles for her.

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## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**Ch1** God's call to key figures in the history of the People of God, past and present, e.g. Matthew and saints.

**Ch4** The way Jesus gathered and formed a community of disciples and the life they shared.

**L6** Explore Scripture passages which illustrate freedom and responsibility in the choices people made.

**L1** Read and explore ways in which Jesus showed love and respect for others.

**L2** Hear about and explore signs of God's care and blessings in Scripture.

**Ch1** God's call to key figures in the history of the People of God, past and present, e.g. Matthew and saints.

**C7** To hear, use and join in prayers from Scripture and Tradition.

**C8** To use their own words for prayer.

Jesus and to Mary.

- Share with the children some of the names of the different events remembered in the Rosary. You might make a guessing game out of this.
- In groups children categorise the different events into happy events, sad events and extra special events. Why have they put them in these different groups?
- Provide children with the opportunity to take part in a decade of the Rosary. Set the scene for what you want them to remember and imagine as you pray the prayer together.
- Hear and role-play different stories of the call of the disciples by Jesus.
- Highlight the words of Jesus and the response different people made to his call.
- Create a passport for the different people called by Jesus (Include name, occupation, place they lived and possible reasons why they followed Jesus).
- Children to work on some speaking and listening activities, imagining they were phoning home to say they wouldn't be back and they were becoming a disciple of Jesus. What reasons might they give for following Jesus?
- Imagine you had been one of the disciples, what would make you stay away from home and follow Jesus?
- Children to imagine they were going to speak to somebody who had never heard of Jesus before. What reasons would you give for being a follower of Jesus?
- Ask the children to think about what they can do to be a disciple of Jesus at play, at school, at home.
- Create a class display called "We are following Jesus."
- Share with the children stories about Jesus and his disciples being unpopular. Include Jesus having dinner at Matthew's house, picking corn on the Sabbath, the healing of the paralysed man, and the cleansing of the Temple.
- Children to work in groups on the different stories. Highlight the people who did not like what Jesus or the disciples did. Who made things difficult for Jesus and the disciples? How did Jesus and the disciples respond?
- Create "Wanted" posters from these stories.
- Explain that we call special followers of Jesus, saints.
- There are lots of saints. Brainstorm names of different saints, what can the children recall about them?
- Introduce children to the stories of St. Francis of Assisi, St. Clare of Assisi, St. Thomas More and St. Chad.
- Create a flow chart about important events in the life of one of these saints.
- Children to role-play the life of one of the saints they have learnt about. This might become a "Hot-Seat" activity.
- The saints are examples for Christians to follow. How do they help them follow Jesus?
- Look at some of the similarities between the saints. What are some of the most important features of being a saint?
- Create "A Saint is..." captions and cartoons.
- Explain to the children that November 1st is the special Feast of All Saints.
- Create a Litany to the saints including with the name something special about the saint (e.g. "Joseph, who cared for Jesus. Pray for us.")
- Revise previous work on Prayer from Reception and Year 1. Create a "Mind Map" about prayer from what the children already know.
- What prayers do the children know? What sort of prayers are they (e.g. Intercession, praise and thanks, sorrow, etc.)?
- Children to imagine what it would be like if you couldn't talk to your parents, friends or brothers and sisters. Would life be as nice as it is now?
- Talk to the children about prayer being communication, us speaking to God and God speaking to us.
- Explain to the children that to communicate we don't always have to speak. Play a

## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

**Ch1** That God calls individuals and communities to share life and show care for each other.

**Ch4** That Jesus called men and women to share his life and his mission, that through Jesus the Son of God, the Church is united in prayer, service, thanksgiving and celebration.

**L6** That God gives freedom to every one as a gift; that freedom brings responsibilities.

- Know the story of the call of the disciples by the Lake of Galilee, the call of Matthew the tax collector and the names of the twelve disciples.
- Understand that Jesus wanted them to share in his life and ministry.
- Think of reasons why the disciples were keen to follow Jesus and why Jesus chose such different people.
- Think of ways Christians can be disciples of Jesus, sharing their gifts and talents today.

**L1** That Jesus gives an example of love and respect for others.

- Know that sometimes Jesus and his disciples were unpopular.
- Know the story of the cleansing of the temple.

**L2** That God's blessings in creation are many and varied.

**Ch1** That God calls individuals and communities to share life and show care for each other.

- Know some stories of the lives of saints.
- Understand that saints provide a good example for Christians to follow.
- Identify some important qualities that a saint should have.
- Create a litany of saints.

**C7** Of some traditional prayers of the Church; of how to pray together.

**C8** That they can speak to God in formal prayer and in their own words; that in prayer God speaks.

- Know that people pray in different ways, e.g. silence, thanks, contrition, etc.
- Understand some reasons why prayer is important.
- Talk about some of the different ways in which people pray.

Learn songs about the call of the disciples.

Discuss with the children the importance of being members of Year 2 and setting an example for the younger children.

Out of school learning: Children to find library books about the lives of Saints.

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## PROGRAMME OF STUDY

## TEACHING STRATEGIES

simple game of charades to convey a message about being happy, sad or asking about something, etc.

- Explain that when we pray we don't always have to use words. We can be quiet, we can think, we can use actions and symbols to communicate with God.
- Introduce children to simple breathing exercises as a form of prayer. Talk about silence as a way of sharing time and company with God.
- Provide children with opportunities to listen to music to look at icons and other religious symbols and to be quiet and still.
- Lead children in an imaginative contemplation of meeting Jesus. What does he look like? What would you say to him? What does he say to you in return?
- Share thoughts and reflections together.
- From what they have learnt children to brainstorm different reasons for prayer being important. Create "Prayer is..." using pictures and captions.
  
- Talk with the children about remembering special people.
- Explain that Christians remember those who have died.
- Learn the "Eternal Rest" as a prayer for November.
- Create a November prayer box or a special book of prayers for those who have died.

## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

Children to write their own prayers for the prayer focus area in the class.

Children to take responsibility for looking after the prayer area and leading some of the prayers during the school day.

## RELATED SCRIPTURE

*Mt. 2: 13-15* – The Journey into Egypt

*Jn. 2: 1-12* – The wedding at Cana

*Jn. 19: 25-30* – Mary at the Cross

*Lk. 5: 1-11* – The call of the disciples

*Mk. 1: 16-20*

*Mk. 2: 15-17* – The Dinner at Levi's House

*Mt. 12: 1-8* – Picking Corn on the Sabbath

*Mk. 2: 1-2* – The Healing of the Paralysed Man

*Lk. 19: 45-47* – The Cleansing of the Temple

## OTHER LINKS

DT Links: Make some Rosary beads that can be used in Collective Worship.

Home-School Link: Does anyone have Rosary beads at home or in the family. How do they use them?

## COLLECTIVE WORSHIP

- Children should have some opportunities of praying a few of the prayers of the Rosary and imagining one of the scenes from the life of Jesus and Mary as they say the prayers.
- Learn a sung version of the Hail Mary.
- Use the Litany of Saints you have made in class prayer time.
- Learn the Prayer of St. Francis of Assisi.

## EVALUATION

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**